

Title I Part A

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Topics

- Administration
- Professional Development
- Summer School
- Preschool
- RtI
- Assurance Statement
- Parents Right to Know
- Parent Involvement
- Coordination and Transition
- Migratory Students
- Homeless Students
- Private School Students

Title I Administration

1.01. How is the Title I program being administered?

Your answer must include:

- *Who is responsible for administering the Title I program*
- *If Title I funds are being used, what Percent of FTE(Full Time Equivalent) per person (list person's position or job title);*
- *List the administrative duties of each person.*

1.02. *If Title I **set-aside** funds used for administration of Title I, how are they used?*

- *This directly correlates with Question 4 in the School Selection section.*

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Title I Administrative Costs

- Reasonable and Necessary
- Title I Annual Report
 - Percent of FTE
 - Small districts should be using far less than 1 FTE for administrative costs
- Time Distribution Records

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Administration of ESEA

- Timelines for Federal Programs

<http://doe.sd.gov/title/index.asp>

- Task List

<http://doe.sd.gov/title/>

Title I programs should conduct regular staff meetings to ensure compliance with Title I regulations.

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Professional Development

2. How is the district using Title I set aside funds for professional development? (If applicable.) *This directly correlates with Question 4 in the School Selection section.*

Your answer must include:

- *What activities are supported with the set aside funds;*
- *How funds are used to support only Title I program.*
- *If the LEA is in District Improvement, briefly describe that the 10% set-aside will be used to support the district's improvement plan.*
- *If one or more Title I schools are in Levels 1 & 2 of improvement, briefly describe how the required 10% set aside for PD is being used.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*

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Summer School

3.01. If the district is using Title I set aside funds to support a District level Title I summer school program describe those services. *This directly correlates with Question 4 in the School Selection section.*

Your answer must include the following:

- *Describe the type of program;*
- *Services the program will provide;*
- *Grade(s) level services will be provided.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*

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Summer School

3.02. If providing District Title I summer program, please check the appropriate dates:

- July 2007
- August 2007
- June 2008
- No Program
- All students served must be coded in SIMS as Title I students for the grant year in which the services are rendered

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Student Coding in SIMS

- Poverty
 - Mandatory
 - Confidential
 - 3 sources of info
 - Should be similar
 - CANS
 - Consolidated App
 - SIMS
- Title I
 - Targeted assistance
 - Summer school
 - Homeless
 - Special Education
 - LEP

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Preschool

4.01. Do you operate a District Title I preschool? *This directly correlates with Question 4 in the School Selection section. If operating a school-level Title I preschool, answer preschool questions in the School Level Targeted Assistance or Schoolwide sections.*

- Yes
- No
- No Preschool program

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Title I Preschool

District level preschools

- An LEA may reserve an amount from the LEA's total allocation to operate a Title I preschool program for eligible children in the district as a whole or for a portion of the district. [Section 1112(b)(1)(K), ESEA.]
- The district level program must be run as a targeted assistance program, not schoolwide.

4.04. Check the criteria used to select at-risk preschool children. (*Check all that apply*)

- Teacher Judgment, Parent Interview, Assessment, Child Development Measures, Family Income (can be used as only one factor in student needs assessment)

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Title I Preschool

Targeted programs

- To be *eligible* to attend, preschool-age children must be failing or most at risk of failing to meet the State's challenging student academic achievement standards
- Comprehensive Needs Assessment
 - multiple, educationally related, objective criteria established by the LEA
 - made on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development. [Section 1115(b), ESEA.]
- The use of family income to determine eligibility for Title I preschool is allowable, but children should not be identified for Title I preschool solely on the basis of family income.

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Title I Preschool

- For the purpose of Title I, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. [Section 1115(b)(1)(A)(ii), ESEA.]
- In some States, elementary education begins at first grade; in others it begins at kindergarten or before.
- SD – elementary school starts with kindergarten
- Title I can be used to provide preschool services for children ages 3-4 but not for students who are age eligible to attend kindergarten.

Who is considered a preschool-age child?

- A preschool-age child is one who is below the grade level and age at which the LEA provides elementary education. [34 CFR Section 77.1(c).] For the purposes of Title I, children from birth to the age that the LEA provides a free public elementary education may receive preschool services. [Section 1115(b)(1)(A)(ii), ESEA.]

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Title I Preschool

- Funding
 - Title I funds can only be used to supplement, not supplant state or local funds.
 - If state or local funds are used to support the preschool, Title I funds can only be used to supplement the preschool services for children eligible for Title I services
 - Allowable costs
- Title I funds cannot be used to support a Junior Kindergarten.
 - Program does not meet the state definition for elementary education
 - Children cannot attend a Title I preschool as they are of eligible age for free public education

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Preschool

4.10. Describe the scientifically based curriculum used and its contents. (Pre-school)

Your answer must include the following:

- *Describe the curriculum;*
- *Describe how the program meets Head Start Performance standards;*
- *Describe how the early learning guidelines are incorporated into the preschool curriculum;*
- *If no program, indicate in answer.*

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RtI (Response to Intervention)

5. If the district is using the RTI model in any of its schools, please describe the model

Your answer must include:

- *Schools*
- *Grades*
- *Subjects*
- *Assessments used for universal screening and progress monitoring*

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Assurance Statement

6. Describe how principals of each school operating a Title I program attest annually in writing to whether such school is in compliance with the requirements of section 1119 (Qualifications for Teachers and Paraprofessionals). [Section 1119 of ESEA]

Your answer must include the following:

- *A statement that the principals of each Title I program attest annually in writing.*
- *A statement that the form includes all core content teachers and Title I paraprofessionals.*
- *A statement that the form is on file in both the school and district business office. (A link to a sample form may be found in the library).*

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HQT in Title I Programs

- Teachers must be HQT for each grade and subject
- In a targeted program, if the teacher can teach that subject and grade in the regular classroom, they will be HQT to provide Title I services for that grade and subject.
- All core content teachers in a SW program must be HQT
- HQT must be obtained prior to the first contract day
- No HQT applicants? District will be out of compliance and a corrective action plan will need to be filed through the Plan of Intent on the PRF

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QP in Title I Programs

Paras in Title I programs must

- Be qualified – no exceptions
- Adhere to the limitations of their role, regardless of the level of their qualifications
- Targeted Assistance
 - Work under the direct supervision of the Title I teacher -- same room
 - Cannot go into the classroom, no lesson planning
- Schoolwide
 - Work under the direct supervision of any HQT
 - No pull-outs, no lesson planning

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Parents Right to Know

7. How are parents informed about their right to know the qualification of their student's teacher? [Section 1111(h)(6) of ESEA]

Your answer must include the following:

- Describe what is listed in the “parents right to know” notice. (An LEA that accepts Title I, Part A funding must notify parents of students in Title I schools that they can request information regarding their child’s teacher, including at a minimum::
 - (1) whether the teacher
 - has met the State requirements for licensure and certification for the grade levels and subject-matters in which the teacher provides instruction;
 - whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
 - the college major and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
 - (2) whether the child is provided services by paraprofessionals, and if so, their qualifications. [Section 1111 (h)(6)(A)(iv) of ESEA]

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Parents Right to Know

7. How are parents informed about their right to know the qualification of their student's teacher? [Section 1111(h)(6) of ESEA]

- *Describe how all parents in a Title I school are given the notice.*
- *In addition, each Title I school must provide each parent “timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified”. **Only the notice is published not the specific teacher’s qualification.** [Section 1111(h)(6)(B)(ii)]*

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District Parent Involvement Policy

Annually reviewed and evaluated

Revise as necessary

Board approved

Distribute to all parents of children in Title I programs,
including private school participants

1% Set-Aside for PI

10. How is the District's 1% Title I set aside for parent involvement used? (Only applicable for districts required to set aside 1% for Parent Involvement.) [Section 1118 (a)(3) of ESEA] *This directly correlates with Question 4 in the School Selection section.*

Your answer must include:

- *Describe the activities (may include family literacy, parenting skills, or other activities chosen by parents);*
- *How parents shall be involved in the decisions regarding the use of these funds;*
- *Describe the process the district uses to ensure that not less than 95% of the set aside is allocated to the Title I schools for Parent Involvement.*
- *If not applicable, indicate such in answer.*
- *If applicable, indicate the private school equitable share and describe how those funds will be used.*
- *If not applicable, indicate such in answer.*

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Coordination and Transition

- **Goal:** Effective communication, coordination between ECE programs and public school to build a more continuous educational experience for young children and their families.
- Revised plan template
- Meeting with stakeholder representatives in March to review the plan requirements and revise
 - Districts, Head Start, Committee of Practitioners, Special Education 619, Birth to Three
- Additional guidance forthcoming

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12.01. Briefly describe the district's written coordination and transition plan. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your answer should include:

- *A summary of the district's plans;*
- *A list of the agencies and programs the district is coordinating with and how*
 - *Even Start*
 - *Head Start*
 - *Birth to Three Connections*
 - *Reading First*
 - *Early Reading First*
 - *Other preschool/childcare programs*
- *Indicate agreements with Head Start and other agencies*
- *Describe the communication process among all stakeholders*
- *Indicate how parents are involved in the design of the plan and needs are met*
- *Describe professional development opportunities provided through collaboration.*

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12.02. Describe the district's transition process. [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]

Your Answer must include:

- *to prepare four-year-old children and their families for kindergarten*
- *for children with disabilities transitioning from one program to another (guidance and framework documents coming soon)*
- *List sample activities and approximate timeframe;*
- *Describe the procedure for transferring records..*

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12.03. *How is the coordination and transition plan annually evaluated? Who is involved with this evaluation? [Section 1120B(b); Section 1112(b)(1)(E); Section 1114(b)(1)(G); and Section 1115(c)(1)(D) of ESEA]*

Your answer must include:

- *Description of the evaluation process and criteria used,*
- *Describe when the evaluation takes place,*
- *Indicate the names and positions of the evaluation team (must include at a minimum district staff, Head Start, representation of early childhood agencies in district, and parents).*

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Migratory Students

13.01 Indicate the name and position of the person in the school district that is responsible for the identification of migratory students.

13.02. Has the district identified any migrant students in either Title I Part A schools or non-Title I Part A schools during the previous year?

13.03 Has the school district completed a certificate of eligibility for each identified migrant student?

13.04 Has the school district provided identified and eligible migrant students with free school meals during the previous school year?

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Homeless Students

14.01. Describe how the district homeless liaison and the Title I Coordinator communicate and collaborate. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *District homeless liaison and district Title I coordinators are required to communicate and collaborate on an ongoing basis even if there are currently no students who are experiencing homelessness in the district.*

14.02. List the number of identified homeless students in Title I Part A schools for the past school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of the identified students were provided Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

14.03. List the number of identified homeless students in non-Title I Part A schools for the last school year. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

- *How many of these students received Title I Part A services?*
- *For districts receiving McKinney-Vento Education of Homeless Children and Youth funding – Title X, Part C, how many students received MV services?*

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Homeless Students

14.04. Describe Title I Part A set-aside funds for homeless students. [Section 1113(c)(3) of ESEA] [[McKinney-Vento Homeless Assistance Act of 2001 (20 U.S.C. 11431) Section 631 (c)(3) of ESEA]

Your answer must include the following:

- *List the amount of Title I Part A funds set-aside for services to students not attending a school in a Title I school attendance area.*
- *Explain how this dollar amount was determined.*
- *List the Title I comparable services provided.*
- *Include how educationally related support services are provided to children in shelters and other locations where homeless children may live.*
- *There is not a minimum requirement for the set-aside; however, if a need were to arise the district will have to be prepared to cover any costs.*

14.05. Explain what efforts the district makes to identify homeless children. [McKinney-Vento Homeless Assistance Act of 2001 (42 U.S.C. 11431) Section 722 of ESEA]

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Title I Private School Students

15.01. If there are children living in any of the District's Title I school attendance areas and attending any private school (located within or outside district boundaries), describe how timely and meaningful consultation was provided with appropriate private school officials. [Section 1120(b) of ESEA and Section 200.63 of the Federal Regulations]

Your answer must include:

- *Name of the private school(s) involved;*
- *What form of contact was made? State the number of meetings that were held with private school officials.*
- *Who was in attendance?*
- *Were all parties involved represented?*
- *Does the private school wish to participate in the Title I program?*
- *Is the Non-public Affirmation of Consultation and Verification of Private School Participation forms signed and on file? A link to the form can be found in the Library.*
 - 1) Yes, within district boundaries, 2) Yes, outside district boundaries, 3) No students attending a private school

15.02. The signed Affirmation of Consultation and Verification of Private School Participation forms for EACH private school (**within and outside district boundaries**) has been completed and submitted to SD Department of Education. [Section 1120(s) of ESEA and Section 200.63 of the Federal Regulations]

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Questions



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